

Table 1.2 Indicators of Sound Classroom Assessment Practice*

<p>1. Why Assess?</p> <p>Assessment Processes and Results Serve Clear and Appropriate Purposes</p>	<ul style="list-style-type: none"> a. Teachers understand who the users and uses of classroom assessment information are and know their information needs. b. Teachers understand the relationship between assessment and student motivation and craft assessment experiences to maximize motivation. c. Teachers use classroom assessment processes and results formatively (assessment <i>for</i> learning). d. Teachers use classroom assessment results summatively (assessment <i>of</i> learning) to inform someone beyond the classroom about students' achievement as of a particular point in time. e. Teachers have a comprehensive plan over time for integrating assessment <i>for</i> and <i>of</i> learning in the classroom.
<p>2. Assess What?</p> <p>Assessments Reflect Clear and Valued Student Learning Targets</p>	<ul style="list-style-type: none"> a. Teachers have clear learning targets for students; they know how to turn broad statements of content standards into classroom-level targets. b. Teachers understand the various types of learning targets they hold for students. c. Teachers select learning targets focused on the most important things students need to know and be able to do. d. Teachers have a comprehensive plan over time for assessing learning targets.
<p>3. Assess How?</p> <p>Learning Targets Are Translated into Assessments That Yield Accurate Results</p>	<ul style="list-style-type: none"> a. Teachers understand what the various assessment methods are. b. Teachers choose assessment methods that match intended learning targets. c. Teachers design assessments that serve intended purposes. d. Teachers sample learning appropriately in their assessments. e. Teachers write assessment questions of all types well. f. Teachers avoid sources of bias that distort results.
<p>4. Communicate How?</p> <p>Assessment Results Are Managed Well and Communicated Effectively</p>	<ul style="list-style-type: none"> a. Teachers record assessment information accurately, keep it confidential, and appropriately combine and summarize it for reporting (including grades). Such summary accurately reflects current level of student learning. b. Teachers select the best reporting option (grades, narratives, portfolios, conferences) for each context (learning targets and users). c. Teachers interpret and use standardized test results correctly. d. Teachers effectively communicate assessment results to students. e. Teachers effectively communicate assessment results to a variety of audiences outside the classroom, including parents, colleagues, and other stakeholders.
<p>5. Involve Students How?</p> <p>Students Are Involved in Their Own Assessment</p>	<ul style="list-style-type: none"> a. Teachers make learning targets clear to students. b. Teachers involve students in assessing, tracking, and setting goals for their own learning. c. Teachers involve students in communicating about their own learning.

*Sound classroom assessment practice = Skill in gathering accurate information + effective use of information and procedures